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ABSTRACT

This document is a program coordinator's manual for planning and implementing student career institutes held on industry sites for 3-5 days each. The materials contained in the manual are offered as a resource to organizations wishing to coordinate experiential career exploration programs for students. The manual is organized into four chapters that include the following: (1) an introduction to the model program; (2) program procedures; (3) planning forms that can be adapted to meet local needs; and (4) suggested resources for career guidance activities. The program targets female high school students and is designed to encourage young women to learn about the work world and plan their own careers. It strives to encourage young women to enter and succeed in nontraditional educational courses and career choices. (KC) amd career choices. This manual may be used in tandem with a companion guide entitled "Chart Your Course. Career Planning for Young Women." (KC)

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Building Partnerships

Career Exploration in the Workplace

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The following organizations have, since 1983, opened their doors to our institute participants for tours, presentations, and hands-on learning activities. They are actively involved in planning and coordinating the career institutes. The program is successful because of the commitment of these companies and educational institutions that are members of the Tucson Consortium for Electronics Education.

- Burr Brown Corporation
- AiResearch Tucson Division
- Hughes Aircraft Company
- IBM Corporation
- National Semiconductor Corporation
- Brush Wellman, Inc.
- Pima Community College
- University of Arizona

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Introduction

Building Partnerships: Career Exploration in the Workplace is a program coordinator's manual for planning and implementing student career institutes held on industry sites for three to five days each. The materials contained are offered as a resource to organizations wishing to coordinate experiential career exploration programs for students.

This manual is organized into four chapters that include the following: (1) an introduction of the model program, (2) program procedures, (3) planning forms that can be adapted to meet local needs, and (4) suggested resources for career guidance activities.

This program targets female high school students and is designed to encourage young women to learn about the work world and plan their own careers.

Philosophy

This high-tech industry/educational equity model is an innovative approach to achieving educational equity in the high-tech career areas. It strives to transcend traditional awareness-level efforts and use the actual workplace, experts in the field, and counseling and career development support to encourage women to enter and succeed in nontraditional educational courses and career choices.

Goals

The following goals were established for the Tucson Electronics Industry Career Institute:

1. To develop faculty, parent, and student institutes to be conducted with the Tucson Consortium for Electronics Education, that give participants an experiential working knowledge of the emerging electronics industry, career options, and necessary high school educational requirements to enter these fields
2. To develop new career-planning materials and practices at the high school level so as to better address the career development needs of participating students
3. To provide a network of resource persons to serve as role models for young women
4. To increase students' interest in upper-level math and science high school classes that will lead to expanded career options

Background

In 1983, Don Lawhead, director of the Center for Educational Development, and Joe Eagle of Burr Brown Corporation conceived the first Tucson Electronics Industry Career Institute to meet the goals of the newly formed Tucson Consortium for Electronics Education. They saw a need for high school students to learn more about the varied career opportunities available to them locally in this growing industry. Through a three-day, on-site program they sought to help students learn about the real world of work and to encourage students to plan for their own future careers. Recent institutes have focused on encouraging young women to consider nontraditional careers and to take upper-level math and science courses in order to keep their career options as open and attractive as possible.

Since 1983, our organization has coordinated fifteen institutes, each involving twenty to twenty-five participants, including students, parents, teachers, and administrators.

Effectiveness

The partnership described in this manual is an effective model that has received the commitment of both industry and education. Some of the comments received from student participants include: "I will tell my friends about (the institute) and tell them to get serious about their education, and so will I"; "I feel I can try hard for what I want to do in my future; I also feel I can learn as much as I want to"; and "It just changed my whole life!"

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Organizing a Student Career Institute

Throughout this chapter on procedures, reference is made to sample materials that have been included in chapter 3. These sample materials can be adapted to meet your specific program needs.

Planning

Funding/Staffing

The organization that coordinates a student career institute must arrange for adequate funding to pay for the planning, implementation, and follow-up components of the institute. Funding can come from local sources or grants, contracts, or foundation monies. The coordinator should have a background in education and experience in career guidance work. The organization and coordinator should decide on the purpose of the institute, the industry with which they would like to link, the target population, the length of the institute, and tentative dates.

Comprehensive Planning

The coordinator is responsible for working with key contacts in industry and education to develop a comprehensive plan (see "Detailed Work Plan" and "Critical Planning Deadlines"). The coordinator and target school should decide if a follow-up career guidance module will be included (see "Detailed Work Plan," objective 3).

Industry Involvement

The coordinator should meet with the industry consortium (or suggest to key industry people that such a consortium be formed, if none exists, to facilitate a student career institute). The coordinator can introduce the concept using the following materials: "Program Overview," "Sample Student Career Institute Agenda," and "Critical Planning Deadlines." The coordinator should seek a commitment from the industry consortium to do a student career institute, which would include the following:

- providing a contact from each company to help with the planning
- providing representatives to make presentations and help with hands-on activities
- providing on-site space for the group and use of appropriate equipment such as computers for hands-on activities
- agreeing to the institute dates and to the critical planning deadlines

Education Involvement

After the consortium has made a commitment to do an institute, the next step is to decide which high school(s) to invite, taking into account the purpose and target population of the planned institute. The coordinator should make an appointment to talk with the district superintendent or the principal of a particular high school. (See "Agenda for Initial Meeting with High School.")

Note that all of the materials listed on that sheet except for item 3—samples of learning materials used in career institutes—are included in chapter 3 of this book; those samples could include industry training materials and information about the companies participating, while career guidance activities could come from resources listed in chapter 4.

The coordinator should work out an agreement with the superintendent or principal to participate in the institute, which includes the following:

- dates and times set for the institute and the release of students (about eighteen) and accompanying teachers (possibly two) from school to take part
- appointment of a school contact to work with the institute coordinator
- transportation from the school to the site and back to the school each day
- possibly an agreement to pay for the substitute teachers needed because of the two teachers accompanying students (or the coordinating organization could pay for the substitutes if funds are available)
- an agreement to have the coordinator come to the school to do the follow-up career guidance module (if the coordinator has decided to make this a part of the package)
- an agreement to send to potential student participants (1) the "Letter Inviting Students to Apply" (to be photocopied and distributed to the target population) and (2) the "Registration Form for Student Career Institute" (to be completed, *including the alternates*, by the school contact).

When the coordinator receives the registration form, she or he sends to the school contact the "Letter to Recruitment Coordinator" and copies for each student of the "Congratulations Letter to Students" and "Brief Agenda."

Industry Follow-up

At the same time the coordinator is negotiating with the schools, she or he should be planning the agenda with the contact person from each participating company for the part of the institute that will be held on that company's site (see "Critical Planning Deadlines" for the time frame).

Specific planning issues include:

- the specific purpose of this institute: choose presentation topics accordingly
- target population and number of students involved: hands-on activities become unmanageable when too many are involved (a workable number might be eighteen students with two accompanying teachers)
- starting and ending times: these must allow for students' arriving at school and then being transported to each site
- meeting room and lunch: confirm that a room is available, and ask if the company can provide lunch for the group
- hands-on activities: try to have as much involvement of students as possible throughout the institute because students always report learning better by doing than by listening or even by watching
- role models: select presenters who are effective, impressive, and, as much as possible, of the same sex and ethnicity, to maximize students' identification with them
- breaks: build in breaks about every hour and a half

- variety: plan for a varied schedule to maintain student interest (consider use of appropriate media)
- substitute presenters: since industry schedules often force changes in presenters, emphasize to the company contact the importance of informing any substitutes of the institute purpose, target population, and points to be underscored
- learning materials for the institute handbook: ask the contact for appropriate materials to be included

In addition, recognize that the company contact has many pressures on her or his time; be understanding of the need to be flexible.

Once the coordinator has confirmed the agenda at each company site, she or he should send a copy of that agenda, along with the registration form, to each company contact.

Monitoring

During the final week before the institute, the coordinator should check with the school contact and with each company contact to finalize details. The coordinator should also pack all materials needed for the institute to take to the on-site institute (see "Sample Materials Checklist").

Implementation

At the beginning of the institute, the coordinator should introduce herself or himself and give a brief overview of the institute (its purpose, who the organizing agency is, and who the industry consortium includes). Each participant should be given a copy of the prepared learning materials (institute handbook), along with a detailed agenda of each day of the institute. Notepads and pencils could be provided.

Next, the coordinator should administer the "Attitude Survey" (as a pretest) and then clearly mark these surveys as "Pretest" in a file folder.

After the pretest has been administered, the coordinator should lead an ice-breaker career guidance activity. For example: "My name is _____; in my free time I love to _____; my parents have encouraged me to plan for my future by _____; I think an ideal career for me is _____ because _____." The students could pair up and provide this information to their partners and then take turns introducing each other to the group.

"Comment Cards" for each institute day should be distributed to the students.

Following these introductory activities, company representatives might do presentations, including videotapes, if appropriate. Activities led by company representatives might include the following (see "Sample Student Career Institute Agenda"):

- taking students on tours of manufacturing areas and introducing the students to the industry
- telling how this type of industry uses math and science (as well as other subjects)
- instructing the students in hands-on activities
- explaining the kinds of jobs available in the industry (for students coming in directly from high school, for those with two-year degrees, and for those with four-year and beyond degrees)
- telling what an employer looks for in a good employee

- describing their own career history: how they chose their particular career and how it evolved, barriers and how they were overcome, and any advice the company representatives would have for the students

Representatives from nearby community colleges and universities might also be invited to tell about their schools' programs that relate to this industry and the importance of education in preparing themselves for good career opportunities.

Note: Only one "Sample Student Career Institute Agenda" is included in chapter 3; for any institute, a new page should be made up for each day-long site visit.

At the end of the institute, three evaluation items should be completed: (1) the "Action Plans" (completed by students and by teachers); (2) the "Attitude Survey," as a posttest (administered to students); and (3) the "Individual Evaluation Form" (completed by students).

These three items should be later processed as follows:

1. The coordinator should ask each student and teacher to send information indicating completion of the action plans.
2. The pre- and postattitude surveys of each student are scored and scores compared to get a change score; scoring information is given in the "Scoring Grid for Attitude Survey." Pre-, post-, and change scores should be recorded for each student at the institute. (See "Sample Attitude Survey Report Form," which includes sample scores.)
3. The results of individual evaluation forms should be compiled on the "Group Evaluation Report Form," which should include a listing of students' answers to items 3 through 6.

Finally, the "Certificate of Completion" should be given to each student just before the closing of the last day.

Follow-up

Each company contact and representative who was a part of the institute should receive a thank-you letter and a certificate (see "Thank-You Letter" and "Certificate of Appreciation"). Each company and school should also get a copy of the complete "Group Evaluation Report Form"; each company representative should get a copy of that report but without all the students' comments (questions 3 through 6).

In addition, the coordinator should meet with company contacts, and possibly with the entire consortium, to thank them for their efforts, to report the results of the institute, and to ask for feedback and suggestions for future institutes. The coordinator should then prepare a summary evaluation and revision recommendations.

If the optional career-planning module is conducted as follow-up to the institute, the coordinator should schedule the module with the school contact. Additional career guidance activities would be chosen or developed (see chapter 4 of this book). At the end of the career-planning module, the attitude survey could again be administered and the results added to pre- and postinstitute results (see "Sample Attitude Survey Report Form"). A simple evaluation form for the module could be devised and administered.

As the final step in follow-up, the coordinator should initiate the planning, including revisions, of the next student career institute.

IN THE WORKPLACE

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Sample Materials

Detailed Work Plan

Purpose	To have a unified work plan that can be used as a checklist for steps to be completed
Objective 1 *Develop a Student Career Institute Handbook of Learning Materials*	1.1 Select the institute coordinator and supporting staff. 1.2 Develop the handbook outline, using industry/education specialists. 1.3 Identify capital equipment needed for hands-on experience (paid by industry contributions or made available for use by industry). 1.4 Identify or develop the handbook printed material from industry training material and/or career guidance material. 1.5 Present a rough draft of the handbook to the industry consortium for its approval. 1.6 Identify the human resources needed for implementing the handbook. Obtain a commitment from industry to supply those resources. 1.7 Formalize the schedule of activities to be conducted at the work sites into an agenda. 1.8 Prepare the handbook for printing and distribution to institute participants.
Objective 2 *Plan and Conduct Student Career Institutes*	2.1 Establish dates for conducting the student career institutes. 2.2 Coordinate planning activities with the industry consortium's master schedule. 2.3 Identify an institute planning task force composed of the coordinator and one industry contact from each work site. 2.4 Develop a three-day institute agenda (e.g., time, place, topic, person responsible, materials needed, evaluation criteria). 2.5 Obtain approval of the institute agenda from the industry consortium. 2.6 Develop institute materials and activities (per objective 1), including career guidance materials focusing on self-awareness, career awareness, decision making, and career planning). 2.7 Identify students (target population? which high school?) to participate in the institute; invite school/ students. 2.8 Arrange for release time and transportation for students. 2.9 Schedule local press coverage. 2.10 Conduct the institute. 2.11 Collect evaluation data per the evaluation plan. 2.12 Establish a follow-up schedule as per objectives 3 and 4. 2.13 Repeat activities 2.7 through 2.12 for additional institutes.

Objective 3 (Optional) Plan, Develop, and Implement a Career-Planning Module as Institute Follow-up

3.1 Identify resources, materials, organizations, and networks currently available to assist the target population in its career planning and development.
3.2 Develop an agenda for the follow-up module that focuses on self-awareness, career awareness, decision making, and career planning.
3.3 Identify or develop printed materials and training activities to satisfy the agenda's requirements.
3.4 Schedule the workshop at the high school (one, two, or three sessions?).
3.5 Obtain a commitment from institute participants to attend the workshop.
3.6 Formalize the workshop activities.
3.7 Conduct the workshop and evaluate the results.
3.8 Optional: Identify computer software to be used with the career-planning module for assessment, analysis, and exploration with each participant.
3.9 Schedule on-line time for participants.
3.10 Develop a summary sheet and individual career-planning summary forms for recording data.
3.11 Record computer time and results on the career-planning summary forms.
3.12 Compile the career-planning materials into a booklet for future use.

Objective 4 Develop an Evaluation Model

Process/Outcome Design

4.1 Develop project milestones showing time to target; fill in deadlines.
4.2 Implement a system to monitor completion of program activities; use this form as a checklist.
4.3 Identify and revise or design pre- and postactivity instruments to measure participant attitude changes.
4.4 Design and implement an evaluation form to measure the effects and success of program components (institutes, career-planning module workshops, career guidance computer programs, etc.).
4.5 Evaluate linkage procedures used with industry; analyze the results and prepare a summary evaluation and revision recommendations.

Final Report/Products

4.6 Review the institute handbook and revise it where necessary.
4.7 Review the career-planning materials booklet for future institutes and revise it where necessary.
4.8 Record successful strategies and project activities for future institutes.
4.9 Prepare a final report based on 4.1 through 4.5.

Critical Planning Deadlines

Purpose	To have a time frame for essential planning steps
Time Line	
9 Weeks Before	The institute coordinator meets with the industry consortium to get approval for the overall concept of the student career institute.
8 Weeks Before	The coordinator meets with each participating company contact to plan the agenda and asks each contact to arrange for company representatives to be presenters and help with hands-on activities.
7 Weeks Before	The coordinator invites the high school(s) to participate.
6 Weeks Before	The coordinator identifies or develops learning materials from industry training materials and companies' information; the coordinator selects or develops career guidance activities for each institute day and for the optional career-planning module done as institute follow-up. *Note:* The coordinator is the person responsible for leading these career guidance activities.
5 Weeks Before	The coordinator checks with each company contact to see how many presenters are lined up and to assist with any problems.
4 Weeks Before	The coordinator confirms the names and titles of all company representatives presenting or helping at the institute; the coordinator also confirms times and topics.
3 Weeks Before	The coordinator receives a registration list (students and accompanying teachers) from participating high school(s).
2 Weeks Before	The coordinator sends each company contact: 1. the registration list of participants 2. a copy of the agenda for her or his site
1 Week Before	The coordinator does the following: 1. checks with the high school contact to make sure transportation is arranged and to note any changes in the registration list (e.g., alternates coming in place of regulars) 2. checks with each company contact about details 3. gathers materials into file folders collected in a carrying box to take to the institute sites (see "Sample Materials Checklist")

Program Overview

Purpose	To introduce the career institute concept
Overview	
Title	Student Career Institute: Career Exploration in (specific) Industry
Developed by	(Title of coordinating organization) (Address)
Sponsored by	(Title of industry organization) (Address)
Coordinator	(Name, coordinating organization)
Philosophy	This industry/educational equity model is an innovative approach to achieving educational equity in (type of) career areas that transcends the traditional awareness-level efforts and uses the actual workplace, experts in the field, and counseling and career development support to encourage women to enter and succeed in nontraditional educational courses and career choices.
Goals	1. To give participants an introduction to and experiential knowledge of this industry and the career options included in it, as well as the educational requirements to enter the various jobs 2. To enhance career-planning materials and practices at the high school level in order to better address the career development needs of participating students 3. To provide a network of resource persons to serve as role models for young women 4. To increase students' interest in (specific) high school classes that will lead to expanded career options

Sample Student Career Institute Agenda

Purpose

To create an institute agenda that will be handed out to all company contacts, students, and teachers participating in the institute, which will include a list of industry participants so that recognition is given to the companies and individuals who participated in putting on the institute and teachers and students can do any necessary follow-up

Time	Topic	Leader/Location	To Be Done/Other	
7:45	Leave for Company A	Company A visitors' lobby	Make transportation arrangements	
8:30–8:45	Registration	Company A contact Visitors' lobby	Have visitors' badges ready	
8:45–9:30	Welcome/introductions/pretest/ overview	Institute coordinator	Develop notebook, develop pretest, develop comment cards	
9:30–9:45	Keynote address: "Specific Industry in Our City"	Company A representative	Discuss topic with speaker	
9:45–10:00	Refreshments	Company A contact	Refreshments: juice and cookies	
10:00–10:30	Language/terminology and levels of employment	Company A representative	Discuss topic with speaker	
10:30–11:30	Manufacturing area tour and hands-on lab experience	Company A representative	Develop hands-on lab experience	
11:30–12:15	Presentation by role model	Company A representative	Select role model with whom target population will identify	
12:15–1:00	Lunch		Arrange lunch	
1:00–2:15	Specific hands-on lab experience	Company A representative	Develop/select hands-on lab experiences	
2:15–2:45	Employment outlook	Company A personnel representative	Employer expectations; what's available? (could include opportunities for women and minorities)	
2:45–3:15	Career guidance activity and wrap-up	Institute coordinator and Company A contact	Select career guidance activity and media	

Note: On final day, include posttest, evaluation, and wrap-up.

List of Participating Companies

Company A

1. Name and title of Company A contact
2. Name and title of Company A representative
3. Name and title of Company A representative

etc.

Company B

1. Name and title of Company B contact
2. Name and title of Company B representative
3. Name and title of Company B representative

etc.

Company C

etc.

Agenda for Initial Contact Meeting with High School

Purpose

To introduce the career institute concept to the decision-making contact person at the high school and to invite that high school to attend

Materials

1. program overview
2. sample agenda
3. any samples of learning materials used in the career institute
4. letter inviting students to apply
5. registration form

Points to Be Covered

1. specific dates and specific linkage industry (and companies)
2. number of students and teachers; description of criteria for the target population (sex? ethnicity? grade level?)
3. review of the program overview, agenda, learning materials, and letter inviting students to apply
4. suggestions for recruitment (through counseling or vocational education department?) (Ask all interested students to answer three questions in writing: (a) Why do you want to attend? (b) What do you hope to gain? and (c) How do you plan to share the information? Then select students on the basis of their answers.)
5. cost to school (no charge?) and commitment needed from school (provision of transportation from school to site and back to school each day?)
6. decision—does the contact person want this school to participate?—and the date by which the coordinator needs a decision
7. registration form and the deadline for sending it to the coordinator (three weeks before the institute)

Letter Inviting Students to Apply

Purpose

To inform students of the application process

(Date)

Dear Student:

(Specific target population) from your high school will be selected to participate in a student institute to be held (location, date).

We will be visiting (company names) to learn more about career opportunities in the (specific industry) field. A teacher from your school will drive students to these locations and supervise students during the institute. The (coordinating organization) is paying the entire cost of this program.

If you have an interest in (specific subject area), you may want to apply for this program. To do so, pick up a packet from the counselor's office and (a) complete the one-page questionnaire within the packet (Why do you want to attend? What do you hope to gain? How do you plan to share the information?); (b) have your parents sign your school's consent form (also within the packet); and (c) return both the questionnaire and the consent form on or before (date—four weeks before the institute).

This institute should be fun as well as educational. We invite you to apply.

Sincerely,

Career Institute Coordinator

Registration Form for Student Career Institute

Purpose

To have a defined list of participants and alternates for institute coordinators and for each company contact

Student Career Institute

(Dates)

School: _____

Attending School Supervisor: _____

Student's name: _____ Grade: _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Alternates:

1. _____
2. _____
3. _____

The deadline for registration is (date—three weeks before institute). Please return this registration form to:
(Name of coordinator)
(Address)

Questions? Please call the Student Career Institute Coordinator.

Letter to Recruitment Coordinator

Purpose

To explain materials provided to the school for participating students

(Date)

Dear Recruitment Coordinator:

Thank you for the registration form listing those students and teachers/ supervisors from your school who will be participating in the student career institute to be held (dates).

Enclosed for each of the participating students are the following: (a) congratulations letters and (b) brief agendas.

In case your school needs to get in touch with one of the participating students or teachers during the institute, below are the names and phone numbers of our contact people at the industry sites:

(list dates, company, contact names, and phone numbers)

Again, thank you for your help in putting this institute together. Please call me at (phone number) if you have any questions.

Sincerely,

Career Institute Coordinator

enclosures (congratulations letters and brief agendas)

Congratulations Letter to Students

Purpose

To inform students of their selection for the institute and to give them essential information about it

(Date)

Dear Student:

Congratulations!—you have been selected to participate in the student career institute sponsored by (coordinating organization).

This three-day experience will give you a firsthand look at the (specific) industry. Because of limited space and opportunity to participate in this unique linkage program between education and industry, it is *extremely* important that you attend the entire institute.

In addition to learning about the (specific) industry, you will learn about career opportunities in this field, and you will do some career exploration activities.

Please take a moment to read the attached agenda and share it with your parents. Meals will be provided by the companies, and transportation from school to the institute sites and back to school each day will be provided by your school. Please dress appropriately; no open-toed shoes will be allowed because we will be touring manufacturing areas.

I am looking forward to working with you and sharing the exciting world of (specific industry). If you have any questions, please call me at (phone number) or call (your school contact, name and phone number).

Sincerely,

Career Institute Coordinator

enclosure (brief agenda)

Brief Agenda

Purpose To give students an idea of what the institute days will include

Student Career Institute

(Date/Day of the Week)	(Time)	Leave for Company A from the high school (transportation provided by school)
	(Time)	Arrive at Company A Tour; presentations Lunch Hands-on lab experiences Career guidance activity
	(Time)	Leave Company A; return to the high school
(Date/Day of the Week)	(Time)	Leave for Company B from the high school
	(Time)	Arrive at Company B Presentations Hands-on experiences (tell specifics)
	(Time)	Leave for Company C
	(Time)	Arrive at Company C Lunch Tour; presentations
	(Time)	Leave Company C; return to the high school
(Date/Day of the Week)	(Time)	Leave for Company D
	(Time)	Arrive at Company D Tour; presentations Hands-on experiences (tell specifics) Lunch Additional presentations Evaluation of the institute
	(Time)	Leave Company D; return to the high school

Sample Materials Checklist

Purpose

To know that all needed materials are packed for the on-site institute

Checklist

Day 1

1. name tags, two markers
2. masking tape
3. flipchart paper/visuals
4. flipchart stand
5. notes for introduction
6. student career institute handbooks (learning materials) with agenda, pad of paper, and pencil for each participant
7. copies of pre- and postattitude survey for each student (no. of students x 2)
8. career guidance activity materials for the day's activity
9. extra lists of participants
10. extra agendas
11. names and phone numbers of all company contacts
12. two cameras and extra film (if cameras are allowed on-site)
13. copies of comment cards for each student and teacher (one set for each day)
14. copy of handbook for the coordinator

Day 2

1. copy of handbook for the coordinator
2. comment cards for the day
3. career guidance activity materials for the day's activity

Day 3

1. copies of pre- and postattitude survey (to do the posttest) for each student
2. copies of the evaluation form (one copy for each student and teacher)
3. extra pencils
4. career guidance activity materials for the day's activity
5. comment cards for the day
6. action plan forms for students and for teachers
7. copy of handbook for the coordinator

Comment Card

Purpose To record information at the institute (cards are used by students and by teachers)

Directions Each day, record the information, ideas, and experiences you can take back to your home or school. Save these cards. Use them to complete the "Action Plan" on the last day of the institutes.

Specific Industry Information (career information, employment outlook, education and training opportunities, etc.):

Importance of Math/Science (or other specific subjects) (skills needed, preparation for careers, math applications, etc.):

Career Guidance (self-awareness, career exposure, decision making, planning, resource speakers, etc.):

Student's Action Plan

Purpose To disseminate information from the institute through a structured follow-up

Name of student: _____

Grade: _____

High school: _____

Goal Areas

Choose *one* of the two possible goal areas indicated below. Write *your* specific activity plans in the space provided. Please write in the date by which you will have completed your action plan.

Activity Suggestions

Classroom presentations, bulletin boards, school newspaper articles, club presentations, fliers, and so on.

1. Goal: To increase other students' interest in (the subject matter related to the industry)

   Activity: _____

   _____

   Target date: _____

2. Goal: To expose other students to career opportunities in this industry and other math/science (or other subject) fields.

   Activity: _____

   _____

   Target date: _____

Teacher's Action Plan

Purpose To disseminate information from institute through a structured follow-up

Name of teacher/supervisor: _____

Title of teacher/supervisor: _____

Grades with which teacher/supervisor has contact: _____

High school: _____

Days in attendance at institute: _____

Goals Areas

Choose *one* of the three possible goal areas indicated below. Write *your* specific activity plans in the space provided. Please write in the date by which you will have completed your action plan.

Activity Suggestions

Classroom presentations, bulletin boards, school newspaper articles, club presentations, fliers, and so on.

1. Goal: To increase students' interest in mathematics and science (the subject matter related to the industry).

   Activity: _____

   _____

   Target date: _____

2. Goal: To expose students to career opportunities in this industry and other math/science (or other subject) fields.

   Activity: _____

   _____

   Target date: _____

3. Goal: To provide career guidance activities to assist students in their career development.

   Activity: _____

   _____

   Target date: _____

Individual Evaluation Form

Purpose To get feedback from the students participating in the institute, for use in making revisions and reporting results

As a result of this institute, I feel (circle your response):

1. I have a better understanding of (our city's) (specific) industry.	YES	NO
2. I have a better understanding of specific ways I can facilitate my career development.	YES	NO
3. I have a better understanding of attitudes and behaviors that can expand career options.	YES	NO
4. I have a better understanding of the career guidance resources available to me.	YES	NO
5. I have a better understanding of the need to take upper-level mathematics courses.	YES	NO
6. I have a better understanding of educational and career opportunities in the (specific industry) field.	YES	NO

Please rank the following by circling the appropriate number:

	Of No Value	Of Little Value	Fair	Valuable	Very Valuable
1. Overall value of institute	1	2	3	4	5
2. Value of ideas and concepts to me	1	2	3	4	5

Please complete each item below.

1. Describe two experiences you felt were most beneficial for you.

2. Tell us about an experience that was not beneficial for you, and suggest how to change it.

3. What are you going to do with the information that you learned as a result of this institute? (Please be as specific as possible.)

4. Additional comments:

Group Evaluation Report Form

Purpose To report feedback from students participating in the institute (include the number and percentage giving each response)

As a result of this institute, I feel:

		Yes	No	No Response
1. I have a better understanding of (our city's) (specific) industry.	#			
	%			
2. I have a better understanding of specific ways I can facilitate my career development.	#			
	%			
3. I have a better understanding of attitudes and behaviors that can expand career options.	#			
	%			
4. I have a better understanding of the career guidance resources available to me.	#			
	%			
5. I have a better understanding of the need to take upper-level mathematics courses.	#			
	%			
6. I have a better understanding of educational and career opportunities in the (specific industry) field.	#			
	%			

Calculate the number and percentage of answers given under each response.

		Of No Value	Of Little Value	Fair	Valuable	Very Valuable
1. Overall value of the institute	#					
	%					
2. Value of ideas and concepts to me	#					
	%					

(For remaining questions 3–6, list all students' responses.)

Attitude Survey

Purpose

To assess attitudes toward sex equity as they affect work choices (survey is given before and after the institute, and possibly again after the career guidance module)

Student Career Institute Attitude Survey

Name: _____ Age: _____

Grade: _____ Sex: _____

School: _____

Please answer the following questions, based on your personal feelings. There are no correct answers. Respond to every item by putting a check mark in the appropriate space.

Very Strongly Agree	Strongly Agree	Agree	Dis-agree	Strongly Dis-agree	Very Strongly Dis-agree	
____	____	____	____	____	____	1. Women should stay home and care for their children.
____	____	____	____	____	____	2. If a woman is working outside the home, she and her husband should share home responsibilities.
____	____	____	____	____	____	3. Men and women should be paid equal wages if they are doing the same work.
____	____	____	____	____	____	4. Children whose mothers work outside the home are likely to have serious school and home problems.
____	____	____	____	____	____	5. Some jobs are "men's work" and others are "women's work."
____	____	____	____	____	____	6. Girls can think just as logically as boys can.
____	____	____	____	____	____	7. Both girls and boys should consider all careers before deciding how to use their own talents.
____	____	____	____	____	____	8. Adult women should be prepared to support themselves financially.
____	____	____	____	____	____	9. It seems strange to think of a man as a nurse.
____	____	____	____	____	____	10. It is not appropriate for women to be presidents of companies.
____	____	____	____	____	____	11. It is just as important for girls as for boys who want to go to college to have the chance to do so.

Very Strongly Agree	Strongly Agree	Agree	Dis-agree	Strongly Dis-agree	Very Strongly Dis-agree	
____	____	____	____	____	____	12. Women can be as good at truck driving, plumbing, and electrical work as men can; it depends on the individual person's talents.
____	____	____	____	____	____	13. Men can be as good at doing secretarial work and teaching preschoolers as women can; it depends on the individual person's talents.
____	____	____	____	____	____	14. Women are smart enough to become engineers and scientists.
____	____	____	____	____	____	15. It seems strange to see girls in electronics, drafting, and auto mechanics classes.
____	____	____	____	____	____	16. To succeed in a career using science, a woman needs to be a genius.
____	____	____	____	____	____	17. Girls are as good at math as boys are.
____	____	____	____	____	____	18. People doing the hiring prefer men rather than women for jobs requiring math and science.
____	____	____	____	____	____	19. Unless math classes are really easy for a girl, she should stay away from those classes.
____	____	____	____	____	____	20. Girls don't need to think about careers as much as boys do, because girls will have husbands to take care of them.

Scoring Grid for Attitude Survey

Purpose

To provide scoring information for the attitude survey

Directions

Assign each student response the numerical value indicated in the grid below. Total the value to get the score for the instrument. *Note:* The lower the total score, the more androgynous the student's attitudes; the higher the score, the more gender-bound and traditional the student's attitudes.

Very Strongly Agree	Strongly Agree	Agree	Dis-agree	Strongly Dis-agree	Very Strongly Dis-agree	
6	5	4	3	2	1	Question 1
1	2	3	4	5	6	Question 2
1	2	3	4	5	6	Question 3
6	5	4	3	2	1	Question 4
6	5	4	3	2	1	Question 5
1	2	3	4	5	6	Question 6
1	2	3	4	5	6	Question 7
1	2	3	4	5	6	Question 8
6	5	4	3	2	1	Question 9
6	5	4	3	2	1	Question 10
1	2	3	4	5	6	Question 11
1	2	3	4	5	6	Question 12
1	2	3	4	5	6	Question 13
1	2	3	4	5	6	Question 14
6	5	4	3	2	1	Question 15
6	5	4	3	2	1	Question 16
1	2	3	4	5	6	Question 17
6	5	4	3	2	1	Question 18
6	5	4	3	2	1	Question 19
6	5	4	3	2	1	Question 20

Sample Attitude Survey Report Form

Purpose To report scores and average changes in scores

Student Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Student Career Institute																
Preinstitute	77	83	81	65	93	84	84	89	82	81	93	74	49	98	85	46
Postinstitute	67	84	44	61	92	55	73	83	80	71	94	57	54	71	66	42
Change*	-10	+1	-37	-4	-12	-8	-17	-22	-17	-16	-7	-23	-7	-14	-33	+14
Average Change Pre- and Postinstitute														**-11.19**		
Career Guidance Module																
Postmodule	67	73	44	61	81	76	67	67	65	65	86	51	42	84	62	60
Overall Change	-10	-10	-37	-4	-12	-8	-17	-22	-17	-16	-7	-23	-7	-14	-33	+14
Average Overall Change														**-13.94**		

* Change in a negative direction indicates a change from traditional, gender-bound attitudes to androgynous attitudes that do not distinguish between male and female characteristics and goals.

Certificate of Completion

Purpose

To acknowledge students' attendance and to reinforce their learning at the institute (certificates are handed out to students at the close of the institute)

Certificate of Completion

Awarded to

Student's Name

for participation in

Student Career Institute, City, Industry, Dates

Name, Address, and Phone Number of Organizing Agency

Date

Signature of Institute Coordinator

Thank-You Letter

Purpose

To express appreciation for the interest, time, and effort invested by industry representatives in both the institute and the student participants (certificates of appreciation are mailed with thank-you letters)

(Date)

Dear (Name):

Thank you for making the student career institute held (dates) a tremendous success for the young women of (specific) High School.

This institute was evaluated as (most common response) to these students' educational and career development. A copy of the group evaluation report is attached for your review.

Also enclosed is a certificate of appreciation for your support for and time commitment to this program.

Sincerely,

Institute Coordinator

enclosure (certificate of appreciation)

Certificate of Appreciation

Awarded to

Industry Representative's Name

for participation in

Student Career Institute, City, Industry, Dates

Name, Address, and Phone Number of Organizing Agency

Date

Signature of Institute Coordinator

4

Suggested Resources for Career Guidance Activities

The following resources include career guidance activities for high school students. These activities could be used in the student career institute or in the career-planning module done as follow-up to the institute.

Center for Educational Development. *Instructor's Manual and Student Materials: Chart Your Course, Career Planning Guide for Young Women.* (Available from the Center for Educational Development, 620 North Seventh Avenue, Tucson, Arizona 85705, telephone (602) 791-3791.)
Includes a collection of career guidance activities, suggested workshop agendas, and career guidance microcomputer programs.

Pima County Career Guidance Project. *Career Guidance Program Manual.* (Available from the Center for Educational Development, 620 North Seventh Avenue, Tucson, Arizona 85705, telephone (602) 791-3791.)
Describes a comprehensive career guidance program, beginning with a youth advisory board and including counseling activities for classrooms and small groups for self-awareness, decision making, career planning, and job-seeking skills; also includes suggestions for dealing with sex stereotyping as it affects career exploration and ideas for incorporating career guidance into various subject areas.

Pima County Career Guidance Project. *Career Guidance Project.* (Available from the Center for Educational Development, 620 North Seventh Avenue, Tucson, Arizona 85705, telephone (602) 791-3791.)
Sets out a career guidance curriculum with activities for each grade level, sixth grade through twelfth grade. Includes self-awareness, educational and career awareness, economic awareness, decision making, beginning competency employability skills, appreciations, and attitudes.

Code: 0703

Related Titles from the Women's Educational Equity Act Publishing Center

Female Dropouts: A New Perspective, by the National Association of State Boards of Education

Presents—for the first time—a clear picture of who female dropouts are. A ground-breaking work that describes characteristics associated with girls at risk and reports on promising programs throughout the country.

Hand in Hand: Mentoring Young Women, by the Center for Sex Equity, Portland, Oregon

Outlines a mentoring program focusing on the specific needs of minority high school students. Set contains materials for program organizer, mentors, and students.

Project CHOICE: Creating Her Options in Career Exploration, by Case Western University

Contains interviews with people from a broad range of nontraditional careers. Written by students, examines why people choose nontraditional careers and how they combine work and family life.

"These two books will benefit users by expanding awareness of career planning and imposing reality on 'work life' and career selections. The role model contact is a unique and valuable component."

—Ann Turnham Smith, Alabama State Departments of Education and Postsecondary Education

WEEA Publishing Center
Education Development Center
55 Chapel Street
Newton, MA 02160

To order a free catalog of sex-fair educational materials, call toll-free at 800-225-3088 (in Massachusetts call 617-969-7100).